

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	EDY503
Module Title	Children's Rights and the Law
Level	5
Credit value	20
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Education Studies	Core
BA (Hons) Early Childhood Studies	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	21/8/23
With effect from date	1/9/25
Date and details of revision	
Version number	1

Module aims

This module aims to develop awareness of the legal framework underpinning children's rights and an appreciation of principles and complexities of supporting children's rights in practice. This module will support students to consider how children's rights are expressed within law and policy, the critical debates surrounding the UNCRC and the variety of ways that children's rights can be supported.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Examine contemporary developments in children's rights and how rights are expressed in law.
2	Critique some of the complexities, tensions and debates surrounding children's rights.
3	Analyse children's rights in the context of an area of service provision.
4	Critically discuss the role of the practitioner and strategies for promoting children's rights.

Assessment

Indicative Assessment Tasks:

Assessment details: Students will be required to complete a report of up to 4000 words.

Written Assignment- Build a report based on the children's rights agenda in which the student must detail the legislative framework that underpins children's rights, the complexities that surround children's rights, and how children's rights are supported within an area of service provision.

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Written Assignment	100

Derogations

None

Learning and Teaching Strategies

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

Indicative Syllabus Outline

This module will explore:

Theories of rights

United Nations Convention on the Rights of the Child (UNCRC)

Importance of children's rights

Historical development of children's rights

Child rights legislation and frameworks

Rights and service provision (e.g., early years; education; play; safeguarding; health and social care)

Rights of vulnerable groups

Complexities and debates

Role of the adult and strategies for promoting participation and listening to children

Welsh Context: Policy and Legislation

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Barnett, H. (2021), *Children's Rights and the Law*. London: Routledge

Other indicative reading

Children in Wales (2021), *State of Children's Rights*.

<https://www.childreninwales.org.uk/professionals/our-work/state-childrens-rights/>

Children's Rights Alliance for England (2023), *State of Children's Rights in England*. London: CRAE.

Ingleby, E., Oliver, G. and Winstone, R. (2015), *Early Childhood Studies: Enhancing Employability and Professional Practice*. London: Bloomsbury

Jones, P. and Walker, G. (eds.) (2011), *Children's Rights in Practice*. London: Sage.

UNICEF (1989), *The United Nations Convention on the Rights of the Child*.
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

Wearmouth, J. (2022), *Special educational needs and disability: the basics*. 4th ed.. Abingdon: Routledge

Wyness, M. (2019), *Childhood and Society*. 3rd ed. London: Red Globe Press

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Ethical

Key Attitudes

Commitment

Confidence

Practical Skillsets

Critical Thinking